
INKABER AS AN INNOVATION
LEARNING MODEL TO IMPROVE
READING AND WRITING SKILLS FOR
BEGINNERS

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Abstract

This study aims to determine students' reading and writing skills through the inkaber model in MI Islamiyah Reban, how the planning of the Inkaber model in fostering initial reading and writing skills, the implementation of the Inkaber model in fostering initial reading and writing skills and the advantages and disadvantages of using the Inkaber model in learning MI Islamiyah Reban. This research is a type of field research with a qualitative approach to education and data collection by conducting observations, interviews, and documentation to complement the data. The data analysis used is descriptive qualitative by providing an explanation of the data collected. Data checking is done by triangulating or comparing data from various sources and drawing conclusions. From the research results, it can be concluded that the Inkaber model is a learning innovation to foster students' initial reading and writing skills MI Islamiyah Reban which is implemented through presenting familiar pictures by finding vocabulary that matches the picture and writing them down then making these simple sentences can have a good influence on students' reading and writing skills. This is shown in the activeness of students when participating in learning and enthusiasm in learning to read and write. Students are also more interested in the learning process in class because they learn through familiar pictures.

Keywords: *Inkaber learning model, reading skill, writing skill*

Introduction

Learning activities are expected so that learning objectives can be achieved optimally. In this case, choosing the right learning model by taking into account the condition of the students, the nature of the teaching materials, the available media facilities, and the condition of the teacher himself. In practice, we (teachers) must remember that there is no most appropriate learning model for all situations and conditions.

The learning model is a conceptual framework that describes learning procedures systematically to manage student learning experiences so that certain desired learning objectives can be achieved.¹ This learning model is a framework that

¹ Suprihatiningrum, Jamil. *Strategi Pembelajaran*. (Yogyakarta: Ar-ruzz Media, 2013) hlm. 145

provides a systematic description for implementing learning in order to help students learn in certain goals to be achieved.

In addition, learning with the Inkaber model makes students learn with pleasure, comfort, calm and high spirits. One of the important efforts to make students' enthusiasm for learning is by designing fun learning activities. It is intended that students actively participate in teaching and learning activities so that they are able to read and write.

With this understanding that by reading someone is not only able to capture the information that is in writing, but also able to understand what is outside the writing. This means that by reading someone will be able to understand writing, not just recognizing letters or symbols, but someone will be able to correctly interpret the letters or symbols.

Based on observations at the beginning of learning that the initial reading and writing activities applied to class I MI Islamiyah Reban were not optimal. Even some of the first grade students have not been able to read according to the correct spelling. The data for class I students in 2019/2020 were 33 students consisting of 13 male students and 20 female students with 40% reading fluently and 35% fluent writing.²

Most of the lower grade students at MI Islamiyah Reban are still low in reading and writing skills. There are still children who do not understand words and even the letters of the alphabet and write them down, but there are also children who understand letters a little but have not been able to write. In addition, children will find it difficult during semester tests and are hampered in solving these questions because they are not skilled in reading and writing. This is because the children are less enthusiastic and less enthusiastic in reading. So the teacher looks for the right solution to solve the student's situation. The method given by the teacher in fostering reading and writing skills in the learning process is by using the inkaber model as an alternative that is used as a solution in solving problems in learning to read at MI Islamiyah Reban.

This research was conducted because of the need for guidance in reading and writing, especially at the lower grade level. Optimizing the development of reading through the inkaber model, which is in the form of learning by using words and pictures that are interesting and oriented to the needs and interests of children so that they are in a pleasant learning atmosphere.

With these problems, it is necessary to conduct research on "Inkaber Models as Learning Innovations to Develop Beginning Reading and Writing Skills for Students of MI Islamiyah Reban Batang Regency" because the madrasa is an educational institution that is an alternative choice for the surrounding community, including people outside the village of Reban. .

Research Methods

Research design

² Uswatun Khasanah, S.PdI, guru kelas 1 MI Islamiyah Reban, *Wawancara*, (16 September 2020)

The form of research used is descriptive - analytical, namely research obtained from observations, interviews, photo shoots, documents, notes, fields, and compiled by researchers at the research location and is not disclosed in the form of numbers.³ This research is expected to be able to obtain various information about the inkaber model as a learning innovation at MI Islamiyah Reban.

This research uses field reaserch, which is research conducted in the field or in a specific environment.⁴ Researchers come to the research location to make observations on a natural reality. This study chose a location in MI Islamiyah Reban, Reban District, Batang Regency.

Sources of Data

Primary data sources

Primary data sources are sources that relate to the object of research.⁵ Primary data is the first data source. In this case, the primary data sources are the students and teachers of MI Islamiyah Reban. Primary data is data regarding the implementation of the inkaber model in fostering the reading and writing skills of MI Islamiyah Reban students, Batang Regency.

Secondary data sources

Secondary data sources are sources obtained from supporting sources.⁶ Secondary data are scientific books, articles or journals related to the Inkaber model and relevant sources that support the research theory. Secondary data is data regarding madrasa profiles, number of students, number of teachers, facilities and so on.

Data Collection Techniques

Interview

The method of data collection is done by interview is by conducting conversations of two or more people conducted by researchers to the subject or informant in order to get answers.⁷ This process is carried out in a face-to-face way between the interviewer and the interviewee, using a pre-determined question and answer interview guide in order to obtain data about the inkaber model in fostering the reading and writing skills of MI Islamiyah Reban students.

Observation

³ Moh. Slamet Untung, *Metodologi Penelitian Teori dan Praktik Riset Penidikan dan sosial* (Yogyakarta,Litera,2019), hlm. 247

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002), hlm. 11

⁵ Ibnu Hajar, *Metodologi Penelitian Kualitatif dalam Pendidikan* (Jakarta: PT RajaGrafindo Persada, 1996), hlm. 83.

⁶ Ibnu Hajar, *Metodologi Penelitian Kualitatif dalam Pendidikan.*, hlm. 91.

⁷ Sudarwan Danim, *Menjadi Peneliti Kualitatif. Ancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Peneliti Pemula Bidang Ilmu-ilmu Sosial, Pendidikan dan Humaniora* (Bandung: Pustaka Setia, 2002), hlm. 130.

Observations are made to obtain information about human behavior that occurs in accordance with reality and a clearer picture.⁸ It aims to obtain data about the general description of inkaber in fostering reading and writing skills of MI Islamiyah Reban students.

Observations were carried out sufficiently and the results of observations were recorded systematically in relation to a matter related to the making of this research. The things that were observed were the process of teaching and learning activities (KBM) at MI Islamiyah Reban.

Documentation

Documentation method is a method used to find data on things such as notes, transcripts, books, newspapers, magazines, minutes of meetings, ledger, agenda, photos of KBM activities and others.⁹

This method is carried out in order to obtain information about historical reviews, organizational structures, teacher and student profiles and the use of the inkaber model at MI Islamiyah Reban.

Data Analysis Techniques

To analyze data from qualitative research, the authors use descriptive analysis. Descriptive research aims to describe the state or status of a phenomenon.¹⁰ This analysis is done by using data, organizing data, and finding and telling something to others.¹¹

The results of the data collected are then analyzed by connecting to the theory proposed as a reference material in the study. The data analysis was carried out by means of data reduction, data presentation, and data verification.

Data Reduction

It is an activity in sorting and selecting the main things, summarizing and focusing on something obtained from field data regarding the implementation of the Inkaber model.

Data Presentation

The next step is to present the data in the form of a brief description and in the related sections between categories and the like.¹²

Presentation of this data is a collection of information in concluding from data collection. This research is an overview of all information about the results of the Inkaber model to develop the skills of early reading and writing skills of students of MI Islamiyah Reban.

Verification

⁸ S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 1996), hlm. 106.

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002), hlm. 206

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* hlm. 2

¹¹ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2002., hlm. 248

¹² Sugiyono, *Metode Penelitian Pendidikan*, (Pendekatan Kuantitatif, Kualitatif dan R&D) , cet ke X (Bandung : Alfabeta, 2010) hlm.338.

In qualitative research, the initial conclusion is tentative, it will change if new evidence is found. However, if valid evidence is found during the research, then the research results can be said to be credible or good.¹³

This research is a qualitative study, namely analyzing by presenting data from the field and conducting an analysis since the beginning of the data obtained from the field/location. With this research, the author tries to obtain valid data based on existing concepts and theories. Then analyze the use of the inkaber model in fostering students' initial reading and writing skills at MI Islamiyah Reban.

Data Validity

To ensure that the research results are accurate, it is necessary to hold data validity by applying a triangulation strategy by applying the source, method and time triangulation technique.

In triangulating sources, the researcher asked every answer given by the teacher, checked for correctness with other students. Meanwhile, triangulation method is checking data from more than one method.¹⁴ Meanwhile, time triangulation is by conducting observations on learning activities with different materials at different times, whether students will maintain consistency in implementing the Inkaber model.

Results and Discussion

Policy Analysis of the Inkaber Model in Fostering Beginning Reading and Writing Skills

Various reasons for the importance of educational policies related to student learning to achieve optimal results and increase quality. This is what lies behind the emergence of learning innovations from teachers, namely the use of the inkaber model to foster reading and writing skills for beginners.

Therefore, the policy regarding the use of the Inkaber model at MI Islamiyah Reban is very important as a power to exert its influence so that learning can be managed by meeting expectations in accordance with the expected learning objectives. This means that the consideration of this policy takes into account the various dimensions and problems that exist.

The Process of Implementing the Inkaber Model in Fostering Beginning Reading and Writing Skills

In order to improve the quality of education and teaching, one of them is to choose a learning model that is appropriate to the condition of the students in order to obtain an increase in learning outcomes, especially in reading and writing.

Therefore, in choosing this Inkaber model it is necessary to design it as best as possible by going through several processes.

Planning of the Inkaber Model in Fostering Beginning Reading and Writing Skills of MI Islamiyah Reban Students

¹³ Husaini Usman & Purnomo Setiady Akbar, *Metodologi Penelitian Sosial*, (Jakarta: Bumi Aksara, 2001), hlm. 87.

¹⁴ Joyce, B., Weil, M., & Calhoun, E. *Model-Model Pengajaran*., hlm. 89.

The pictorial word inductive model is a model designed at MI Islamiyah Reban to become a major component of the language arts curriculum, especially for reading and writing beginners at elementary and higher levels.

The picture word inductive model actually tries to take a direct approach to vocabulary development. Students are asked to read pictures and write related words on a picture that has been charted.

To achieve this, careful planning is needed. One of them is by planning the learning process through learning innovation. By using the selected learning model as an alternative to achieving success.

The Use of the Inkaber Model as a Learning Innovation for MI Islamiyah Reban Students

In applying the pictorial word induction learning model to foster reading and writing skills are as follows.

- 1) The teacher opens and motivates students to be ready to learn.
The teacher greets the students and conditions the class so that they are ready to learn. One of the students was asked to lead the prayer. The teacher reminds students about the previous lesson and relates it to the lesson to be delivered. The teacher motivates students by applauding, yelling or singing related to the material.
- 2) The teacher conveys the basic competencies, materials, and learning objectives.
The teacher explains the activities to be carried out and the objectives of the learning activities. This is so that the material to be studied can be delivered in accordance with the learning objectives so that the material can be absorbed properly
- 3) The teacher prepares pictures that are in accordance with the learning objectives.
The teacher has been looking for and preparing pictures that match the material to be taught. Choose a familiar picture so that students find it easier to find the desired vocabulary.
- 4) The teacher puts pictures on the blackboard with a size of 60x70 cm or larger.
The images presented can be pasted on the blackboard or can be displayed via an LCD slide projector if possible.
- 5) The teacher asks students to look at the pictures that have been provided.
Students together observe the pictures that have been presented to find vocabulary according to the pictures.
- 6) The teacher draws a line on the picture that the students have chosen.
After all students are confirmed to have found the vocabulary, then each student reveals the answer and the teacher gives a line on the picture he has chosen.
- 7) Students write the words on the line drawings that have been prepared.
Students are given the opportunity to write their answers on pictures that have been marked with lines in turn.
- 8) Students read the words they have written.
After writing the vocabulary on the blackboard, the teacher gives the opportunity for students to read the words they have written.

- 9) The teacher and students demonstrate making simple sentences together.

The teacher guides students to try to make simple sentences through the words they have written. Students write the sentence on the blackboard and then read it together.

The pictorial word inductive model is a model that is used to assist students in reading and writing by providing examples of images presented in front of the class which then observes, writes words and reads words that match the images and then makes simple sentences.

Evaluation of the Use of the Inkaber Model in Learning at MI Islamiyah Reban

The picture word inductive model as a learning innovation takes a direct approach to vocabulary development. This model will train children to read and develop vocabulary.

The pictorial word inductive model uses pictures pasted on the blackboard or displayed through a laptop display, so that students are required to be able to find words and even sentences. However, students who do not know letters will find it difficult to read and write so that their teaching and learning process is delayed.

Monitoring the Use of the Inkaber Model as a Learning Innovation for MI Islamiyah Reban Students

Learning can be interpreted as a system or process of teaching students that has been planned, implemented and evaluated systematically so that students achieve learning objectives properly and correctly. Learning is an effort made by the teacher so that the learning process occurs in students, in learning there are activities to choose, define and develop methods to achieve the desired learning outcomes.

Planning with the Inkaber model that is used as a guide in carrying out the learning process in the classroom is a set of conditions created and designed to encourage and support the student learning process.

The Strengths and Disadvantages of Using the Inkaber Model in the Learning of MI Islamiyah Reban Students

In the learning model, it is found that there are advantages and disadvantages in its implementation. The advantages of the learning model using the Inkaber model are as follows.

- 1) The teacher can easily find out the ability of each student, because all students have the same opportunity to be able to find words and write them on the blackboard.
- 2) Train students to be responsive to the material presented because it is accompanied by pictures.
Through the pictures presented, students are more enthusiastic in learning so that they can easily find vocabulary related to pictures. Indirectly they can understand the material they are learning by looking at pictures.
- 3) Encourage students to be active in learning.
Through this inkaber model, students become enthusiastic and active because all students are directly involved. They try to be able to find words and even make simple sentences.

- 4) Students are more concentrated and fun because the tasks given by the teacher are related to everyday games in the form of pictures.
- 5) There is competition in finding words and sentences through pictures so that the classroom atmosphere is more lively.
- 6) Interesting for students because it is through image media.

The results of observations regarding the shortcomings of learning models using the Inkaber model are as follows.

- 1) Teachers have to prepare a lot of tools and materials related to the material being taught.
- 2) Teachers are required to be more skilled in presenting pictures so as to encourage students' motivation to learn actively.
- 3) Sometimes there are students who are passive if they are not noticed by the teacher.

Conclusion

The conclusions from the results of this study are as follows:

- 1) Planning the inkaber model in fostering the initial reading and writing skills of MI Islamiyah Reban students, namely by several stages of activities implemented to assist teachers in fostering student skills so that they can read and write well, namely through picture word recognition, pictorial word identification, pictorial word review, and compose words and sentences. One of the most important components of teaching and learning and the key to teaching effectiveness is the use of teaching models. In planning the right teaching model, it can have a good impact on improving good reading and writing skills. It is through this inkaber model that MI Islamiyah Reban can develop better reading and writing skills.
- 2) The use of the inkaber model as a learning innovation for MI Islamiyah Reban students is very important to do in order to produce quality students. Therefore, innovation is part of the most important process to produce better results than before. This learning model aims to make the material presented more enjoyable and easier for students to accept. Learning innovation in the use of the Inkaber model at MI Islamiyah Reban is an effort to renew the various components needed in the delivery of subject matter through pictorial word induction by going through several activities, namely preparing pictures that are in accordance with learning objectives, observing pictures, finding words, writing down and read words, and make simple sentences. The reading categories applied at MI Islamiyah Reban in an effort to support the process of reading and writing through the inkaber model can be carried out properly and smoothly are as follows, namely; guided reading, group reading, simultaneous reading, reading at a reading angle.
- 3) The advantages and disadvantages of using the Inkaber model in the learning of MI Islamiyah Reban students are things that are found in every learning model used. Some of the advantages of the Inkaber model include: the teacher is easy to know the ability of each student, the material is easier to convey and more

interesting because it uses familiar pictures, students become more active and compete with each other in finding words and sentences. The shortcomings of the use of the Inkaber model in the learning of MI Islamiyah Reban students, including: teachers have to prepare a lot of tools and materials related to the material being taught and are required to be more skilled in presenting images so as to encourage student motivation to learn actively, students become passive if they are not paid attention by the teacher.

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